DOCUMENT RESUME

ED 190 673 TM 800 487

AUTHOR Figgures, Cleo
TITLE Evaluation of the Child Care Program 1978-1979. Report No. 8034.
INSTITUTION Philadelphia School District, Pa. Office of Early Childhood Programs.
PUB DATE Feb 80
NOTE 32p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Ancillary School Services; Basic Skills; *Child Development Centers; Cognitive Development; *Day Care; Motor Development; Parent Participation; *Preschool Children; Preschool Education; *Program Evaluation; *Social Development; Staff Development
IDENTIFIERS *Pennsylvania (Philadelphia)

ABSTRACT

The Child Care Program was evaluated in terms of developmental activities, parent involvement, staff development, and supportive services. Results from the Developmental Behavior Checklist (DBC) indicated that the Child Care Program's performance was better than the average of the other programs in language, for all age groups. Also indicated was that Child Care's total percentage of children meeting the criteria for developmental delay (19%) corresponded to the Total School District's Prekindergarten group (19.4%). The Prekindergarten Observation Form (PKOF) results showed that the developmental emphasis of the Child Care Program appeared to be social interaction/rapport. Additional results revealed that in comparison with Total School District Prekindergarten, Child Care ranked high in gross motor and social interaction/rapport categories. Returns from the staff development survey showed more than half of the teachers and aides received workshops this year, and were satisfied with the supervisory support given. Improving the basic skills was selected by both teachers and aides as an area of priority for staff development. Parent involvement data indicated that all of the Child Care sites had specific parent groups, and that the number of volunteer hours reported represented approximately four hours per family. Supportive services were also provided. (Author/GK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EVALUATION OF THE CHILD CARE PROGRAM 1978-1979

ED190673

Report Prepared by:

Cleo Figgures
of the
Early Childhood Evaluation Unit

Report Number 8034

February, 1980

Irvin J. Farber
Director
Priority Operations
Evaluation Services

Thomas C. McNamara
Manager
Early Childhood Evaluation

Michael H. Kean
Executive Director

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. Kean
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM 800487

OFFICE OF RESEARCH AND EVALUATION
THE SCHOOL DISTRICT OF PHILADELPHIA

MEMBERS OF THE BOARD OF EDUCATION

Mr. Arthur W. Thomas, President

Mrs. Edward Oberholtzer, Vice President

Mr. Augustus Baxter

Mrs. Tobyann Bconin

Mr. Joseph H. Previty

Mr. Samuel H. Rubin

Mrs. Michael Stack

George Philip Stahl, Jr., Esq.

Dr. Nicholas Trolio

* * * * *

Dr. Michael P. Marcase, Superintendent of Schools, Secretary and Treasurer

Mr. Charles A. Highsmith, Deputy Superintendent

* * * * *

Mrs. Rachel M. Hill
Director
Child Care Programs

* * * * *

Miss Constance E. Clayton
Associate Superintendent
Early Childhood Education

Mr. Thomas C. Rosica
Executive Director
Federal Programs

ABSTRACT

The Child Care Program was evaluated in terms of its developmental, parent involvement, staff development, and supportive services components.

Results from the Developmental Behavior Checklist (DBC) indicated that the Child Care Program's performance was better than the average of the other programs in language, for all age groups. Beginning-of-the-year results showed that Child Care's total percentage of children with indications of developmental delay (19%) corresponded to the Total School District's Prekindergarten group (19.4%).

The Prekindergarten Observation Form (PKOF) results pointed out that the developmental emphasis of the Child Care Program appeared to be social interaction/rapport. Additional results revealed that in comparison with Total School District Prekindergarten, Child Care ranked high in gross motor and social interaction/rapport categories.

Based on returns from the staff development survey, more than half of the teachers and aides were provided with workshops this year, and were satisfied with supervisory support given in working out concerns about individual children. In general, all teachers and aides indicated that staff development did help them in the classroom. The questionnaire results showed that improving the basic skills was selected by both teachers and aides as an area of priority for staff development.

Parent involvement data indicated that all of the Child Care sites had specific parent groups. It also showed that the number of volunteer

hours reported was 5271, which represented approximately four hours per family.

Supportive services were provided to the children in the form of nutritional, social, and health services, and psychological referral. Emphasis was placed on family involvement in all component areas.

TABLE OF CONTENTS

		Page
I.	INTRODUCTION	
	A. Program Description	1
	B. Evaluation Techniques	1
	C. Previous Years' Findings	2
II.	EVALUATION DATA/1978-79	
	A. Principal Goal	2
	B. Evaluation Questions Addressed	2
	1. Developmental Component	3
	2. Parent Involvement	9
	3. Staff Development	10
	4. Nutritional, Social and Health Services	12
III.	SUMMARY AND CONCLUSIONS	13
	APPENDICES A - D	

EVALUATION OF THE CHILD CARE PROGRAM

I. INTRODUCTION

A. Program Description

The Child Care Program provides a full range of day care services for dependent children and their families, who meet the eligibility requirements. There is a service fee based on family size and income. The day care setting is a safe and healthful environment that strengthens family life by enabling parents to achieve and maintain self-sufficiency, and helping to prevent and/or reduce neglect, abuse and delinquency. The daily activities for the children are designed to contribute to their emotional, physical, social and cognitive growth.

B. Evaluation Techniques

Through the use of instruments developed by the Early Childhood Evaluation Unit (ECEU), information was collected in the areas of classroom practices, developmental status, staff development, social services, and parent involvement. The Prekindergarten Observation Form (PKOF), the Developmental Behavior Checklist (DBC), the Staff Development Questionnaire, the Quarterly Parent Involvement Questionnaire and the monthly Social Service Form were utilized to gather the majority of the required data. Analysis was essentially of a descriptive nature, focusing on percentage distributions within appropriate content categories.

C. Previous Year's Findings

Data collected during classroom observations indicated that the Child Care Program was conducted in a relaxed atmosphere, with a high emphasis on social development, gross motor development, and fine motor manipulation.

DBC results indicated that Child Care children excelled in the cognitive and language areas. The 1977-78 SESAT Reading and Math scores revealed a high percentage of Child Care graduates at or above National norm.

The majority of Child Care teachers and classroom aides were involved in staff development activities during the year, and were satisfied with supervisory services provided. There was also evidence of a high degree of participation in various program activities/duties by families who attended the program.

II. EVALUATION DATA 1978-79

A. Principal Goal

Child Care has as its principal goal the provision of community and neighborhood based day care services for pre-school and school-age children in order to help parents achieve or maintain economic self support and to prevent family breakdown, child abuse or neglect and delinquency.

B. Evaluation Questions Addressed

1. Developmental Component

a. Observed Developmental/Interactional Emphasis

Data[1] reported here was collected through the use of the Prekindergarten Observation Form (PKOF); an instrument developed by the Early Childhood Evaluation Unit. The PKOF was designed to record three basic aspects of a preschool program: (1) the general type of activity observed; (2) the developmental aspects of the children's activities; and (3) characteristics of an adult's interaction with children, to determine adult roles.

(1) What was the major developmental emphasis of the Child Care Program?

Data (Appendix A) indicate that the major developmental emphasis of the Child Care Program appeared to be Social Interaction/Rapport[2]. Comparison data[3] indicated that the Child Care Program spent the highest amount (71%) of time in this particular developmental category. Additional data showed

[1]See Appendix A.

[2]The length of the Child Care day (7:00 a.m. to 6:00 p.m.), the length and time of the actual observation, and the predominant activity displayed during the observation, influenced the results.

[3]Comparison data show the range of values found across the six prekindergarten programs observed.

that the amount of time spent in other developmental categories, i.e., Gross Motor, Fine Motor Manipulation, Social Responsibility/ Self Help, Ideation-Math Logic, and Language, was fairly evenly divided.

The large amount of Social Interaction/Rapport reflects the emphasis of the major goal of the program, i.e., to provide a flexible planned program of daily activities at each child's developmental level, to promote positive social, emotional, physical and mental growth.

(2) What the relative ranking of each developmental area in Child Care, in relation to Total School District Prekindergarten?

A comparison of the Child Care Program with Total School District Prekindergarten shows that during the observation periods, the Child Care Program ranked high in Gross Motor and Social Interaction/Rapport categories. Fine Motor Draw/Write and Ideation-Math Logic ranked low in the comparison. Fine Motor Manipulation, Social Responsibility/ Self Help, and Language fell near the median ranking for all programs.

(3) Relative to the previous year's data, what similarities or differences have occurred in developmental emphasis?

Based on the observations, Child Care's developmental emphasis was high both years in the areas of Gross Motor and Social Interaction/Rapport. Ideation-Math Logic was the area observed least both years. Observation of Fine Motor Manipulation and Social Responsibility/Self Help categories

were near the median for all programs, both years. The differences which occurred were in the areas of (1) Fine Motor Draw/Write, which was little observed in 1978-79, but near the median in observation emphasis in 1977-78, and (2) Fine Motor Manipulation, which was near the median in 1978-79, but more highly observed in 1977-78.

(4) What were the major adult roles, e.g., structurer, direct teacher etc. observed in the Child Care Program?

During observations of the Child Care Program, the predominant roles employed by the teacher in the classroom were those of direct teaching (29%) and/or modeling (22%)[1]. The roles of story teller or song leader, nurturer or enforcer occurred with approximately equal frequency (though about half as often as direct teaching or modeling.

Free play was observed twice as often as a structured or routine activity. However, an adult was with the children 100% of the time, and over half of the time was employed in giving directions. In the predominant role as direct teacher, over half of the instruction that was observed, was questioning. In the role of indirect teacher, the adult was most frequently making suggestions.

[1]Model is synonymous with indirect teaching.

b. Developmental Status

To provide information about the developmental status of each child, the Child Care Program collected data using the Developmental Behavior Checklist (DBC). This instrument, developed by the Early Childhood Evaluation Unit, provided information about a child's mastery of skills in seven developmental areas: Gross Motor, Fine Motor Manipulation, Fine Motor Draw/Write, Social Interaction/Self Help, Cognitive and Language. The DBC was used by teachers as a standardized record-keeping device and was updated on an ongoing basis to keep a current account of each child's acquisition of skills. Appendix B displays a summary of the analyzed DBC data for both Child Care and the Total Prekindergarten population, which includes Durham Child Development Center, Get Set Day Care, Prekindergarten Head Start, Preschool Child Development Project, and Parent Cooperative Nurseries.

(1) What percent of the Child Care children met the criteria "developmental delay," and "suspicious," and how did that percent compare with Total School District PreK?

End of the year results analyzed from DBC data, showed that the Child Care Program (19.2%) corresponded to Total School District PreK (19.4%), in percentage of children diagnosed as developmentally delayed. Pinpointing of children with the greatest need for additional help was achieved through additional analysis of DBC data. Two categories of

concern were developed, and the number of children considered to be either "delayed," or "suspicious" was determined by the child's score on the subsections of the DBC.

The group labeled "suspicious"[1] included those children whose scores were below the 25th percentile on any three of the seven content subsections of the DBC (cut off scores were determined using same age group children from the same program). End of the year data indicate that there was little difference between Child Care and Total PreK, concerning children with developmental status deemed "suspicious" (Child Care, 30%; Total PreK, 29.5%).

The group labeled "delayed" included those children with item counts below the 25th percentile on at least one subsection from each of the three major areas of development. The three major areas of development are: (1) Motor Development (includes Gross Motor, Fine Motor Manipulation, and Fine Motor Draw/Write); (2) Social Development (includes Social Interaction/Rapport and Social Responsibility/Self Help); and (3) Cognitive Development (includes Cognitive and Language).

[1]Program personnel elected to use the term "questionable" rather than "suspicious." To maintain consistency in reporting overall PreK data, suspicious was used in the text of this report.

C. Post Program Achievement

Achievement data collected through the city-wide testing program (California Achievement Tests - CAT), were analyzed. The performance of Child Care graduates, who were in first grade in 1978-79, was compared with the performance of the Total City.

(1) What was the percentage of Child Care graduates scoring at or above the national norm, on the CAT - Total Reading and Total Math, as compared to Total City (TC), year 1 pupils?

The percentage of Child Care graduates performing at or above national norms substantially exceeded TC Math, and equaled TC Reading performance. The table below shows that in 1978-1979, Child Care graduates in year One, had 58% scoring at or above national norms in Reading, and 73% scoring at or above national norms in Math.

TABLE 1

Child Care

Post Program Achievement (Grade One)[1]
Percentage At or Above 50th Percentile

	Grade One Total Reading		Grade One Total Math	
	N	%	N	%
Child Care	86	58%	91	73%
Total City	14,038	59%	14,265	60%

1. A technical difficulty prevents Child Care graduates from being added to the Early Childhood File at the regularly scheduled update times, therefore, Kindergarten data was not available at this time.

B.2. Parent Involvement

Data were collected to describe the nature and extent of parent involvement in the Child Care Program. The data collection instrument (Parent Involvement Questionnaire SY 1978-79), developed by ECEU was completed by head teachers of the program.

(1) What is the level of parent involvement in the program, in the program, in terms of (a) volunteer hours, and (b) attendance at program activities?

Parent involvement data submitted during the 1978-79 school year indicated that all of the Child Care sites had specific parent groups. This resulted in a high degree of parent involvement.

(a) The total number of families whose children attended the Child Care program (within a calendar year) was approximately 1200. Parent volunteer hours reported for the year totaled 5271, which represented approximately four hours per family.

(b) The majority of volunteer hours (39%) were spent working at home for the program. This was followed by a substantial percentage (23%) of the hours being contributed to actual participation in the classroom. There was approximately eight workshops per site, with the greatest number (53 of 140) being educational sessions. There were approximately two workshops attended by each family during the year.

B.3. Staff Development

Staff development sessions were held to give all staff the support necessary for them to best meet the needs of young children and their families. Data were collected using a questionnaire distributed to a sample of the teachers and aides in the program.

(1) What was the average number of workshops, on-site demonstrations, and on-site consultations[1] provided to the staff this year?

Twenty three teachers and eight aides responded to the questionnaire. Over 50% of the responding teachers and four aides indicated receiving at least 1-5 workshops this year. A large percentage (5 aides and 48% of the responding teachers) also had at least 1-5 group meetings. One-third of both groups indicated that they received classroom demonstrations. Both the teachers and aides also indicated having individual conferences, informal and written communications, this year.

(2) How satisfied are teachers and aides with the services provided by supervisors?

The supervisory services with which at least five of the eight responding aides indicated satisfaction were: Informing Staff of Program Information, Decisions and Procedures; Locating of Available Resource Materials; Support Given to Parent

[1]Previous data show that on-site demonstrations are not easily brought about in the program. Staff was satisfied with those supervisory services provided, however, and indicated a desire for more on-site demonstrations.

Involvement; and Support Given in Working out Concerns About Individual Children.

The one area in which greater than half of the responding teachers indicated satisfaction was the Support Given in Working out Concerns About Individual Children. Data support the desire on the part of both the teachers and aides for more classroom demonstrations. Data also indicated that they wanted more Suggestions About the Effective Use of Curriculum Materials. Approximately a third of both groups indicated satisfaction with all other services provided by supervisors (see Appendix C).

(3) What effect does staff development have on classroom practices?

Over 40% of the responding teachers felt that staff development on Social Behaviors and the Creative Arts have moderately or greatly helped them in the classroom. Six of the responding aides felt that staff development on Parent Involvement had helped them do a better job in the classroom.

(4) What are the staff's priorities for future staff development?

Based on returns of the staff development data, five areas for priority staff development were selected by at least half of the responding aides. They were: Social Behaviors; Growth and Development Issues; Improving the Basic Skills; Learning Disabilities and Suspected Child Abuse and Neglect. The areas selected for priority staff development by at least 47% of the responding teachers were: the Creative Arts; Parent Involvement; Improving the Basic Skills and Small Group Instruction.

B.4. Nutritional, Social and Health Services

Data reported here was collected through the use of (1) various forms utilized by the Child Care Program; (2) forms developed and used by ECEU, and (3) recorded information obtained from program personnel.

(1) What was the level of supportive services provided to the Child Care Program in 1978-79?

(a) A comprehensive program of nutritional services was provided. It consisted of daily snacks and hot lunches for children, nutrition education for children and parents, and nutrition workshops for paraprofessional staff.

(b) Social service activities were concerned with recruiting and admitting children, and providing support for parents through the areas of individual child adjustment, the use of community resources (schools, hospitals, social welfare agencies, etc.), and training programs.

(c) Health data[1] received shows that at least 11% of the children in the Child Care Program received vision and growth screenings, and 64% received physical examinations this year. All (100%) referred for vision programs received care. Health services included monitoring of immunizations, various physical screenings, health education programs for parents, pupils and program staff, counseling related to health of the pupils and emergency health care.

[1]See Appendix D.

III. SUMMARY AND CONCLUSIONS

The Child Care Program was evaluated in terms of its developmental, parent involvement, staff development, and supportive services components. Developmental Behavior Checklist (DBC) data were analyzed to provide information about the Child Care student's mastery of skills in seven developmental areas. Data collected through the use of the Prekindergarten Observation Form (PKOF) recorded basic characteristics of day to day activities of the program.

DBC results indicated that the Child Care program's performance was better than the average of the other programs in language, for all age groups. Also indicated was that the Child Care's total percentage of children meeting the criteria for developmental delay (19%) corresponded to the Total School District Prekindergarten group (19.4%).

PKOF results pointed out that the developmental emphasis of the Child Care program appeared to be social interaction/rapport. Additional PKOF results compared the Child Care program with Total School District PreK. They revealed that the Child Care Program ranked high in gross motor, and social interaction/rapport categories. This particular finding was consistent for both the 1977-78 and 1978-79 school years. The major adult roles observed in the Child Care program was direct and indirect teaching.

Returns of the staff development survey showed that at least half of the teachers and aides received at least 1-5 workshops this year. At least 5 of the 8 aides, and over half of the teachers indicated that they were satisfied with the supervisory support given in working out concerns about individual children. In general, teachers and aides

indicated that staff development did help them in the classroom this year. Improving the basic skills was selected by both teachers and aides as an area of priority for staff development.

Parent involvement data indicated all of the Child Care sites had specific parent groups. The number of volunteer hours reported was 5271, which represented approximately four hours per family.

Supportive services were provided to the children in the form of nutritional, social services and health services. The level of supportive services has been relatively consistent over the past few years.

Overall, the program appeared to be meeting its comprehensive goal of fostering, and thus preventing and or reducing neglect, abuse and delinquency in conformance with the Child Care funding guidelines, an enriched developmental day care setting. From analysis of the staff development data, it seems that this could be further advanced by more regular supervisor/staff on-site contacts.

APPENDIX A

Appendix A

PART 1
CHILD CARE
ORGANIZATION AND DEVELOPMENTAL EMPHASES
PREKINDERGARTEN OBSERVATION SUMMARY, 1978-1979

PREKINDERGARTEN DATA AREAS	N	%	COMPARISON DATA*		
			High	Median	Low
1. Visits to Rooms	19	...			
2. Adults Present During Observations					
Teacher	.9	..	1.0	.95	.9
Assistant Teacher	.6	...	.6	.2	.0
Aide	.3	...	.9	.7	.0
Parent Volunteer	.0	...	1.0	.1	.0
Other	.1	...	.7	.15	.0
3. Number of Adults (Average)	1.8	...	4.2	2.2	1.8
4. Number of Children (Average)	14.7	...	19.0	15.0	13.0
5. Adult to Child Ratio	1: 7.7	...	3.7	1:6.6	1:7.7
6. Grouping Distribution					
1 group	...	31%	50%	31%	27%
2 groups	...	5%	25%	12%	0%
3 groups	...	21%	30%	16%	8%
4 groups	...	21%	22%	13%	0%
5 or more groups	...	21%	27%	22%	16%
7. Developmental Emphasis (Each Category Could Show 100% of Total Children for Total Time)					
Gross Motor	...	22%	27%	16%	8%
Fine Motor Manipulation	...	29%	40%	30%	24%
Fine Motor Draw/Write	...	2%	14%	7%	0%
Social Interaction-Rapport	...	71%	71%	59%	50%
Social Responsibility-Self Help	...	29%	56%	30%	8%
Ideation-Math/Logic	...	18%	74%	41%	15%
Language	...	31%	49%	39%	21%

* Comparison data are provided to show the range of values found for the six prekindergarten programs observed.

Appendix A

PART 2
CHILD CARE
ADULT ROLES AND INTERACTION CATEGORIES
PREKINDERGARTEN OBSERVATION SUMMARY, 1978-1979

CATEGORIES OF ROLES AND INTERACTION ITEMS	N	%	COMPARISON* DATA (PERCENTAGES) High	Median	Low
1. Observations Were Conducted During the Following Major Types of Schedule Time					
A. Free Play	48	44	69	33	10
B. Structured Activity	30	27	75	51	27
C. Routines (eating, washing, etc.)	24	22	22	13	0
D. Outdoor Play	6	5	11	3	0
2. Opportunities to Observe Adults in Room	108	...			
3. Adult with Group of Children	108	100	100	97	85
4. Adult Led a group of Children	46	42	76	57	42
5. Adult Observed Children	41	37	41	23	13
6. Adult Played as One of the Group or Worked Along with the Group	38	35	35	17	5
7. Adult gave Directions (procedural)	61	56	63	56	29
8. Adult Story Teller or Song Leader	16	14	18	14	13
9. Adult Taught Child Directly (Average)	32	29	43	33	29
A. Showed Children the	7				
B. Instructed (knowledge)	27				
C. Questioned (closed)	52				
D. Approved Behavior	43				
10. Adult Taught Child Indirectly (Average)	24	22	35	26	19
A. Social Talk with Children	13				
B. Made Suggestions	40				
C. Questioned (open)	21				
11. Adult Engaged in Role of Nurturer (Average)	14	13	13	9	6
A. Got Things for Child if Needed	20				
B. Reflected Child's Feelings	7				
C. Physically Nurtured	16				
D. Shared Own Thoughts to Children	16				
12. Adult Enforced Rules of Expected Behavior (Average)	12	11	14	11	2
A. Limited or Compelled Child Verbally	28				
B. Physically Restrained	0				
C. Disapproved Child's Behavior	9				

* Comparison data are provided to show the range of values found for the six prekindergarten programs observed.

Appendix A

TABLE 2

CHILD CARE PROGRAM

AVERAGE NUMBER OF ITEMS ACCOMPLISHED ON
THE DBC SPRING, 1979

Name of Subsection	AGE GROUP 1*		AGE GROUP 2*		AGE GROUP 3*	
	CHILD CARE N=156	Total Pre K N=1374	CHILD CARE N=125	Total Pre K N=1715	CHILD CARE N=84	Total Pre K N=1836
Gross Motor (20 items)	13.7	14.1	17.3	17.3	18.5	18.2
Fine Motor Manipulation (14 items)	9.9	9.9	12.3	11.9	13.1	12.7
Fine Motor Writing (28 items)	12.6	12.7	20.3	18.5	23.0	22.3
Social Skills (21 items)	13.7	15.0	16.2	16.9	18.0	17.9
Self Help (21 items)	16.6	16.3	18.9	18.8	20.1	19.7
Cognitive (44 items)	24.6	23.7	33.1	31.2	37.6	35.6
Language (24 items)	15.7	14.6	17.9	17.0	19.3	18.4

*Age Group	Birthdate	Age as of May 1, 1979
1	May, 1975 - June, 1976	35-48 months
2	September, 1974 - April, 1975	49-56 months
3	July, 1973 - Aug., 1974	57-70 months

APPENDIX B

Appendix B

CHILD CARE
SUMMARY

PARENT INVOLVEMENT DATA

TOTAL NUMBER OF SITES	17
NUMBER OF SITES RESPONDING	17
NUMBER OF SITES WITH PROGRAM SPECIFIC PARENT GROUPS	10
NUMBER OF SITES WITH HOME/SCHOOL ASSOCIATIONS	7
NUMBER OF FAMILIES WHOSE CHILDREN ATTEND PROGRAM	1202*

TYPE OF INVOLVEMENT	# OF FAMILIES VOLUNTEERING	# OF HOURS
ADMINISTRATIVE/CLERICAL WORK	46	318
CLASS PARTICIPATION	285	1228
CLASS TRIPS	227	593
WORK DONE AT HOME	538	2059
FUND-RAISING WORK	184	684
OTHER TYPE ACTIVITIES	84	384

PARENT INVOLVEMENT WORKSHOP DATA

TYPE OF WORKSHOP	MAN-HOURS	NUMBER OF WORKSHOPS	ATTENDANCE AT WORKSHOPS	WORKSHOP HOURS
EDUCATION	3294	53	739	200
POLICY PLANNING	4025	23	233	182
SOCIAL SERVICES	876	17	314	56
HEALTH AND NUTRITION	571	10	169	37
CAREERS: JOB TRAINING	582	9	92	59
PERSONAL GROWTH AND DEVELOPMENT	4902	12	246	128
OTHER	8515	16	407	231
TOTALS	22765	140	2200	893

* Represents approximate number of families served in a calendar year.

APPENDIX C

TABLE I

CHILD CARE PROGRAM

AMOUNT OF DIFFERENT TYPES OF STAFF DEVELOPMENT RECEIVED BY TEACHERS (T) AND AIDES (A)

TYPE OF STAFF DEVELOPMENT	1-5 Times		6-10 Times		Over 10 Times		None	
	T	A	T	A	T	A	T	A
# OF WORKSHOPS ATTENDED	57	63	9	25	9	0	22	12
# OF CLASSROOM DEMONSTRATIONS RECEIVED	13	0	4	25	0	0	65	63

	1-15 Times		16-30 Times		Over 30 Times		None	
	T	A	T	A	T	A	T	A
# OF GROUP MEETINGS ATTENDED	48	62	22	0	4	25	22	0
# OF INDIVIDUAL CONFERENCES RECEIVED	26	37	26	12	4	12	39	12
# OF INFORMAL COMMUNICATIONS RECEIVED	30	25	13	25	22	25	30	0
# OF WRITTEN COMMUNICATIONS RECEIVED	30	12	17	25	9	0	35	25

TABLE 2

CHILD CARE PROGRAM

PERCENTAGE OF TEACHERS (T) AND AIDES (A) EXPRESSING SATISFACTION WITH SERVICES PROVIDED BY RESOURCE PERSONNEL

SERVICE	*SATISFIED*	
	T	*A*
CONDUCTS WORKSHOPS	30	37
CONDUCTS GROUP MEETINGS	35	50
INFORMS YOU OF PROGRAM INFORMATION, DECISIONS AND PROCEDURES	48	75
LOCATES AVAILABLE RESOURCE MATERIAL	30	62
ON-SITE CLASSROOM TRAINING	17	25
GIVES SUPPORT TO INDIVIDUAL CONCERNS	48	37
OFFERS SUPPORT IN WORKING WITH PARAPROFESSIONALS	39	0
OFFERS SUPPORT IN PARENT INVOLVEMENT	48	75
ARRANGES USE OF PROFESSIONAL DAYS	22	50
GIVES SUPPORT IN WORKING OUT CONCERNS ABOUT INDIVIDUAL CHILDREN	52	62
GIVES SUGGESTIONS ABOUT THE EFFECTIVE USE OF CURRICULUM MATERIALS	30	37
GIVES SUPPORT IN SOLVING CLASSROOM MANAGEMENT PROBLEMS	43	37

TABLE 3

PERCENTAGE OF TEACHERS (T) AND AIDES (A) INDICATING THE EXTENT TO WHICH STAFF DEVELOPMENT RECEIVED HAD HELPED THEM DO A BETTER JOB IN THE CLASSROOM

AREA OF STAFF DEVELOPMENT	EXTENT OF CHANGE					
	LITTLE		MODERATE		GREAT	
	T	A	T	A	T	A
SOCIAL BEHAVIORS	26	50	43	37	12	4
PARENT INVOLVEMENT	39	37	22	37	25	13
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	39	50	22	37	12	4
CHILD GROWTH AND DEVELOPMENT ISSUES	30	37	26	37	12	17
COMMUNITY RESOURCES	43	62	13	25	0	4
CURRICULUM DEVELOPMENT	35	62	26	12	12	13
CLASSROOM MANAGEMENT	39	50	9	37	0	13
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	30	62	26	12	12	4
MODEL/OPTION RELATED TRAINING	26	50	4	12	0	9
HELPING CHILDREN TAKE TESTS	37	25	0	37	0	13
IMPROVING THE BASIC SKILLS OR BASIC SKILLS READINESS	43	37	13	37	0	13
LEARNING ABOUT COMMERCIAL MATERIALS	39	62	4	12	0	13
INDIVIDUALIZING INSTRUCTION	39	62	4	12	0	13
LEARNING DISABILITIES	43	62	0	25	0	9
SUSPECTED CHILD ABUSE AND NEGLECT	30	62	4	25	12	22
USING TEACHER CENTER FACILITIES	39	37	9	37	0	13
SMALL GROUP INSTRUCTION	48	62	0	25	0	4
USING PARAPROFESSIONALS	39	50	9	12	12	4

TABLE 4

CHILD CARE PROGRAM

NUMBER OF TEACHERS (T) AND AIDES (A)

PREFERRING AREAS LISTED FOR FUTURE STAFF DEVELOPMENT

AREA OF STAFF DEVELOPMENT	*PREFERRED*	
	T	*A*
SOCIAL BEHAVIORS	9	6
PARENT INVOLVEMENT	12	1
USING THE CREATIVE ARTS TO ENRICH THE CURRICULUM	14	2
GROWTH AND DEVELOPMENT ISSUES	7	0
CLASSROOM MANAGEMENT	3	3
MAKING EFFECTIVE USE OF YOUR PHYSICAL SPACE	5	0
MODEL/OPTION RELATED TRAINING	2	0
HELPING CHILDREN TAKE TESTS	3	3
IMPROVING THE BASIC SKILLS OR BASIC SKILLS READINESS	11	4
LEARNING ABOUT COMMERICAL MATERIALS	5	1
INDIVIDUALIZING INSTRUCTION	9	1
LEARNING DISABILITIES	9	4
SUSPECTED CHILD ABUSE AND NEGLECT	6	4
INTEGRATION	2	3
SMALL GROUP INSTRUCTION	11	3
USING PARAPROFESSIONALS	1	2
USING TEACHER CENTER FACILITIES	3	0